



KILLIAN ELEMENTARY

2621 Clemson Road
Columbia, South Carolina 29229

GRADES PK-5 Elementary School

ENROLLMENT 522 Students

PRINCIPAL John G. Arnold 803-699-2981

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	64	14	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

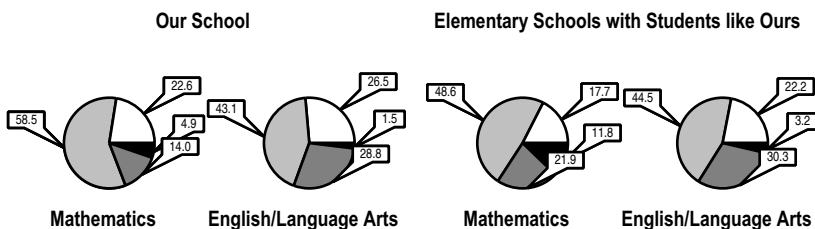
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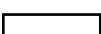
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	46	77	62
Percent satisfied with learning environment	95.7%	82.7%	85.2%
Percent satisfied with social and physical environment	95.7%	73.3%	71.7%
Percent satisfied with home-school relations	71.7%	87.8%	86.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	289	97.9	26.5	43.1	28.8	1.5	30.4	17.6
Gender								
Male	148	98.0	32.6	43.2	23.5	0.8	24.2	17.6
Female	141	97.9	20.3	43.0	34.4	2.3	36.7	17.6
Racial/Ethnic Group								
White	34	100.0	16.7	46.7	36.7	N/A	36.7	17.6
African-American	250	97.6	28.0	42.7	27.6	1.8	29.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	243	98.8	19.5	45.0	33.6	1.8	35.5	17.6
Disabled	46	93.5	65.0	32.5	2.5	N/A	2.5	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	289	97.9	25.7	43.6	29.2	1.6	30.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	289	97.9	25.7	43.6	29.2	1.6	30.7	17.6
Socio-Economic Status								
Subsidized meals	158	96.8	34.6	47.8	16.9	0.7	17.6	17.6
Full-pay meals	128	99.2	17.1	38.2	42.3	2.4	44.7	17.6

Mathematics								
All students	289	100.0	22.6	58.5	14.0	4.9	18.9	15.5
Gender								
Male	148	100.0	29.1	54.5	12.7	3.7	16.4	15.5
Female	141	100.0	16.0	62.6	15.3	6.1	21.4	15.5
Racial/Ethnic Group								
White	34	100.0	10.0	56.7	23.3	10.0	33.3	15.5
African-American	250	100.0	24.3	58.7	12.6	4.3	17.0	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	243	100.0	17.5	61.4	16.1	4.9	21.1	15.5
Disabled	46	100.0	50.0	42.9	2.4	4.8	7.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	289	100.0	21.8	59.2	14.1	5.0	19.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	289	100.0	21.8	59.2	14.1	5.0	19.1	15.5
Socio-Economic Status								
Subsidized meals	158	100.0	31.4	58.6	7.1	2.9	10.0	15.5
Full-pay meals	128	100.0	12.1	58.9	21.8	7.3	29.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	101	N/A	15.2	48.5	33.3	3.0	36.4
	Grade 4	101	N/A	15.3	48.0	34.7	2.0	36.7
	Grade 5	114	N/A	21.8	60.0	17.3	0.9	18.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	98.7	14.7	42.6	39.7	2.9	42.6
	Grade 4	103	98.1	20.7	44.6	33.7	1.1	34.8
	Grade 5	110	97.3	40.0	42.0	17.0	1.0	18.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	101	N/A	25.3	44.4	25.3	5.1	30.3
	Grade 4	101	N/A	34.3	43.4	15.2	7.1	22.2
	Grade 5	114	N/A	38.2	42.7	11.8	7.3	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	76	100.0	13.0	71.0	14.5	1.4	15.9
	Grade 4	103	100.0	18.1	53.2	18.1	10.6	28.7
	Grade 5	110	100.0	33.3	54.9	9.8	2.0	11.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 522)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.4%	Down from 0.7%	3.0%	2.4%
Attendance rate	96.4%	Down from 97.2%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.8%	Down from 17.1%	16.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Up from 7.8%	8.6%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.9%	1.1%
Suspended or expelled	0.8%	Up from 0.0%	0.0%	0.0%

Teachers (n= 47)				
Teachers with advanced degrees	66.0%	Up from 60.5%	49.1%	50.0%
Continuing contract teachers	87.2%	Down from 90.7%	88.6%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.4%	Up from 70.6%	88.1%	86.2%
Teacher attendance rate	93.2%	Up from 92.1%	95.5%	95.3%
Average teacher salary	\$40,543	Up 6.5%	\$40,019	\$39,909
Prof. development days/teacher	10.7 days	Up from 8.0 days	11.4 days	11.4 days

School				
Principal's years at school	0.5	No change	4.0	4.0
Student-teacher ratio	18.1 to 1	Down from 18.5 to 1	19.2 to 1	18.9 to 1
Prime instructional time	88.0%	Down from 88.1%	90.2%	89.7%
Dollars spent per pupil*	\$6,375	Up 2.6%	\$5,729	\$5,892
Percent spent on teacher salaries*	67.0%	Up from 63.4%	65.9%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2002-2003 school year was another wonderful year for the Killian Elementary school community. Our students, parents, and teachers lived up to the school motto, "Soaring to Excellence on the Wings of Technology." As we consider the successes of the past year, we look forward to an even greater year in 2003-2004.

Throughout the year, Killian students took advantage of learning activities inside and outside of the classrooms. A rigorous curriculum in Reading, Language Arts, Math, Science, Social Studies, Physical Education and the Arts, taught by a quality teaching staff ensured that every student had the opportunity to develop the skills needed to become productive citizens in a global society. The teachers in every grade and content area integrated technology with their instruction to create an exciting approach to learning. In addition, a school resource officer, guidance counselor, school nurse, and special education services continued to form an integral component of our school.

The last year also saw the implementation and expansion of several initiatives aimed at raising student achievement. A Lead Teacher joined each grade to provide additional on-site expertise in instruction, staff development and planning. Nearly one hundred mentors from the local community joined us in supporting reading instruction through the HOSTS program. We also started a daily, school-wide reading program called DEAR. The district's new standardized test, MAP, was given in both the fall and spring. The fall test showed our teachers exactly what skills and concepts to focus on and the spring test revealed how much the students had learned during the year.

Both students and staff continued to receive honors for their work. Students were honored for achievement in academics, including a district winner of the Lt. Governor's Writing Contest and third place winner in the district spelling bee. Many students were also recognized for their achievements in character, service, athletics, and the arts, including three that were selected for the All-State elementary chorus. Our teachers continue to excel as learners by earning advanced degrees. Many also shared their knowledge by presenting at conferences, including the National School Boards Association Technology and Learning conference and the statewide Title I conference.

Killian parents continued to be involved in all areas of school life. The dedication of the parents that served on our Parent Teacher Organization and School Improvement Council executive committees, and the many volunteers that worked to support these groups, made a real difference in lives of our students. By working together, we are preparing them to be lifelong learners and for "soaring to excellence."

John Arnold, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.